

# Pupil premium strategy statement – *Dosthill Primary Academy 2024/2025 to 2027/2028*

This statement details our school's use of pupil premium funding to help improve the attainment of our Pupil Premium pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for Pupil Premium pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	468
Proportion (%) of pupil premium eligible pupils	63 children (13%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Richard Gould</i> , Head of School
Pupil premium lead	<i>Joanne Lewis</i> , Assistant Headteacher
Governor / Trustee lead	<i>Jayne Harris</i> , Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,515 per child
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£95,445

# Part A: Pupil premium strategy plan

## Statement of intent

At Dosthill Primary Academy, our mission is to ensure that all pupils, irrespective of their background or the challenges they face, achieve their full potential academically, socially, and emotionally. Our Pupil Premium strategy is designed to close the attainment gap between Pupil Premium pupils and their peers, while fostering an inclusive environment where all children can thrive. 'Disadvantaged' is the term preferred by OFSTED and the DFE for pupils in receipt of 'Pupil Premium' but at Dosthill Primary Academy we prefer to use 'Pupil Premium pupil' as it is less likely to cause offence or stigma. We are grateful to any parents or carers who have applied for Pupil Premium funding, as we find ways to use the grant which benefits all pupils where appropriate.

Our primary objectives for Pupil premium children are:

- To achieve and sustain progress in core areas such as reading, writing and Mathematics.
- To enhance oral language and vocabulary skills, enabling pupils to access the full breadth of the curriculum.
- To support their social and emotional well-being, ensuring they feel safe, valued and confident in their learning journey.

Key principles of our strategy include:

**High quality teaching:** Placing quality- first teaching at the core of our approach, ensuring that all pupils receive tailored instruction that meets their specific needs.

**Targeted Support:** Using diagnostic assessments to identify individual barriers to learning and implementing evidence-based interventions to address them effectively.

**Whole School Commitment:** Promoting a collective responsibility among all staff to support Pupil Premium pupils, raising expectations

Through this strategy, we aim to address the specific challenges faced by pupil premium pupils and provide a foundation for long-term academic and personal success. This plan builds on our commitment to equity, ensuring that all children are given the opportunities they deserve to Explore, Dream, and Discover.

## Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium pupils.

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps are prevalent among Pupil Premium pupils. These gaps hinder access to a broad and balanced curriculum and limit their ability to articulate ideas effectively.
2	Assessments, observations and discussions indicate that PP pupils generally have lower levels of numeracy knowledge and skills than their non-PP peers and a greater likelihood of SEN needs. This impacts their progress in all subjects.
3	Limited access to enrichment opportunities and cultural capital reduces aspirations and engagement among pupil premium pupils.
4	To have a specific focus on our 'More Able' Pupil Premium pupils in all year groups -. Our data suggests a more specific focus on our ' More Able' pupil premium pupils in all year groups
5	Social and emotional challenges, including low-confidence, inconsistent school-family relationships, and low self-regulation skills, affect many Pupil Premium, impacting their readiness to learn and their academic progress.
6	Ensuring teachers make classroom adjustments for Pupil Premium Pupils, including seating plans, targeted questioning and planning for independent or group work to enable all to achieve. In order for this to happen we need to build strong relationships with these pupils and their families and develop their sense of belonging within the class and school.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among pupil premium pupils.	Assessments and observations indicate significantly enhanced oral language skills and vocabulary. Evidence from engagement in lessons, pupil voice, and book scrutiny demonstrates improvement.
Improved attainment in reading, writing, and mathematics for Pupil Premium pupils.	By the end of the strategy plan, at least 80% of Pupil Premium pupils achieve age-related expectations in reading, writing, and mathematics at KS2.

Increased participation in enrichment activities to enhance cultural capital and aspirations	A significant increase in the number of Pupil Premium pupils participating in extracurricular activities, school trips, and cultural events. Pupil voice reflects improved aspirations and engagement
Improved attainment for our 'more able' Pupil Premium pupils in all year groups.	By the end of the strategy plan, 10% of our 'more able' Pupil Premium pupils achieve the higher standard (GDS) in reading, writing and mathematics combined at KS2.
Enhanced social and emotional well-being of Pupil Premium pupils.	Pupil and parent surveys, teacher observations, and feedback demonstrate improved well-being and self-regulation skills. A reduction in behavioural incidents and increased engagement in learning is evident.
Improved classroom practices tailored to pupil premium pupils' needs	Observations and teacher feedback show consistent use of effective seating plans, targeted questioning, and planning for independent and group work for pupil premium children.
Strengthened relationships between the Pupil Premium children and staff and their families.	Stronger relationships have been created with staff and their Pupil Premium children and families which has enabled them to explore and try and remove any barriers that are hindering learning.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and coaching for teachers using Step Lab to enhance questioning techniques and adaptive classroom practices.	Research shows that mentoring and coaching improve teacher effectiveness, enabling tailored support for Pupil Premium pupils.	4, 5, 6

Purchasing new books to support 'Book Talk' and our new library to enhance reading engagement and comprehension.	Access to high-quality texts is proven to improve literacy outcomes and encourage a love of reading, especially for Pupil Premium pupils. <a href="#">Reading comprehension strategies   EEF</a>	1, 2, 3
Purchase of the Little Wandle Systematic Synthetic Phonics programme and resources to secure stronger phonics teaching for all pupils.	Systematic phonics instruction has a strong evidence base for improving early reading skills, particularly for Pupil premium pupils. <a href="#">Oral language interventions   EEF Phonics   EEF</a> <a href="#">EEF blog: Phonics - mastering the basics of reading   EEF</a>	1, 2
Purchase of White Rose resources and assessments to support the teaching and learning of maths.	The White Rose Maths programme aligns with evidence-based recommendations from the DfE and EEF for improving mathematical understanding and fluency. <a href="#">Coordinating mathematical success: the mathematics subject report - GOV.UK</a> <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a> <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	2, 3, 4
Ongoing CPD on classroom adjustments for pupil premium children, including seating plans, questioning, and planning group/independent work.	Research highlights the importance of tailored classroom strategies in narrowing the attainment gap for Pupil Premium pupils (EEF). <a href="#">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF</a>	6
Embedding dialogic activities across the curriculum to improve oral language skills.	Oral language interventions, such as structured classroom discussion, are cost-effective and yield high gains in reading and vocabulary skills (EEF). <a href="#">Oral language interventions   EEF</a>	1, 2
Training staff to effectively use the WellComm Toolkit and SaLT for speech and	Evidence shows that targeted speech and language interventions have a significant impact on communication	1

language development.	and learning for Pupil Premium pupils.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing pupil progress meetings with a focus on pupil premium children to identify needs and track progress.	Regular progress monitoring ensures timely intervention and enhances accountability for pupil premium outcomes (EEF).	2, 6
Use of WellComm Toolkit and SaLT for targeted speech and language interventions.	WellComm has a strong evidence base for improving speech and language development, which supports access to learning. SaLT interventions aim to identify speech, language, and communication needs, creating tailored plans with specific goals and strategies.	1
Additional phonics sessions for Pupil Premium pupils who require extra support, delivered through the Little Wandle programme.	Systematic phonics interventions are shown to improve reading outcomes, particularly for Pupil Premium pupils (EEF). The outcomes from regular Little Wandle phonics assessments will help identified children who need further catch-up sessions. <a href="#">Phonics   EEF</a>	2
Providing structured interventions for maths using White Rose workbooks, Infinity quizzes, Fluency Bee and resources for focused support groups.	Evidence indicates structured interventions with resources tailored to pupil needs enhance maths fluency, maths talk and confidence (EEF). <a href="#">Coordinating mathematical success: the mathematics subject report - GOV.UK</a>	2, 3
Targeted reading sessions to address	Guided reading is an evidence-based approach to improve reading	2

comprehension and fluency gaps among Pupil Premium pupils	comprehension and fluency, especially for struggling readers (EEF).	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening school relationships with pupil premium pupils and their families and developing their sense of 'belonging' through regular conversations and check-ins, communication, workshops, and engagement activities.	Strong family-school relationships improve attendance, engagement, and academic outcomes for disadvantaged pupils (EEF).  Fewer absences in schools where pupils reported greater sense of belonging and better peer relationships – especially important for those who struggled most academically (Jackson et al 2020)	5
Recognising pupil premium achievements through gold star moments and celebrating successes in assemblies and class.	Positive reinforcement builds self-esteem and encourages ongoing engagement in learning and school activities (EEF). <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	5, 6
Embedding principles of effective self-regulation and resilience-building practices through PSHE and well-being activities.	Evidence highlights the importance of self-regulation and resilience in improving learning behaviours and emotional well-being (EEF) <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	5, 6
Whole-staff CPD on behaviour management strategies to support social and emotional development for Pupil Premium pupils.	Targeted and universal behaviour interventions have a positive impact on pupil outcomes and classroom climate (EEF).	5, 6
Providing funding for enrichment activities, including school trips, extracurricular clubs, and cultural events.	Participation in enrichment activities builds cultural capital, boosts aspirations, and enhances engagement in school (EEF)	3

	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	
Embedding principles of effective self-regulation and resilience-building practices through PSHE and well-being activities	Evidence highlights the importance of self-regulation and resilience in improving learning behaviours and emotional well-being (EEF). <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	5
Allocating a contingency fund to address acute and unforeseen needs for Pupil Premium pupils	Schools with flexibility to address unexpected needs are better equipped to support pupil outcomes promptly (EEF).	All

**Total budgeted cost: £95,445**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During the 2024–2025 academic year, we closely monitored the performance of our Pupil Premium pupils across key areas, including academic attainment, engagement, and well-being. The following summarises our findings:

- Academic Outcomes:

While progress was made in some areas, there remains a disparity in outcomes between Pupil Premium and non-Pupil Premium pupils. The gap between Pupil Premium and non-Pupil Premium pupils is 15%. This reflects an improvement, but further targeted interventions are required to close the gap.

- Oral Language Development:

Assessments and classroom observations highlighted improvements in oral language skills and vocabulary among Pupil Premium pupils, supported by targeted interventions such as the WellComm Toolkit, SaLT and dialogic activities. However, ongoing efforts are needed to sustain these gains and extend their impact.

- Social and Emotional Well-Being:

Qualitative data from pupil and parent surveys, as well as teacher feedback, indicates progress in well-being and self-regulation skills among Pupil Premium pupils. The implementation of targeted behaviour strategies and well-being initiatives contributed to a reduction in behavioural incidents and increased classroom engagement.

- Engagement in Enrichment Activities:

Participation in enrichment activities, including clubs and school trips, increased for Pupil Premium pupils compared to the previous year. However, there remains a need to further boost cultural capital and aspirations.

- Attendance:

Attendance for Pupil Premium pupils improved significantly, and the gap with their peers has narrowed. Persistent absenteeism also decreased, reflecting the success of attendance-focused strategies now embedded in school practice

#### Next Steps

Building on this review, the 2024/2025 to 2027/2028 strategy will:

- Intensify efforts to address gaps in attainment, particularly in mathematics and writing.
- Continue to prioritise oral language development and cultural capital building

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider